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ABSTRACT

The goal of Project NETWORC was to develop a cost-effective model for providing preservice and inservice training in rural areas to individuals interested in working, or already working, with young children with special needs. In cooperation with the department of Instructional Media Services of the University of Nevada, Reno, the project broadcast a four-course series of classes to three pilot sites and then to three replication sites in rural Nevada. The rural classrooms were linked to the university through an audio teleconferencing system, an instructional television system, and facsimile transmitters. The project developed detailed curriculum guides and supplemental videotapes for the four courses, which meet the requirements for Nevada's Early Childhood/Special Education License. Student evaluations of Project NETWORC classes were extremely positive. The average cost of providing a Project NETWORC course in a rural site was approximately $8,000 compared to $18,360 for a continuing education course with a comparable level of instructor-student interaction. This report includes a project activity chart, minutes of advisory council meetings, sample publicity flyers, a list of dissemination activities, lists of project-developed curriculum guides and videotapes, sample student, advisory council, and facilitator evaluations, student information, and cost comparison charts. (JDD)

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PROJECT NETWORC
FINAL REPORT

GRANT #G008730034-89

Submitted to:

Submitted by:

Project NETWORC
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Sparks, Nevada 89431

EC 300069

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The goal of Project NETWORC was to develop a cost-effective model for providing preservice and inservice training in rural areas to individuals interested in working with young children with special needs or to individuals already working with young children with special needs. Working in cooperation with Instructional Media Services of the University of Nevada, Reno (UNR), a four-course series of classes was broadcast to three pilot sites and then to three replication sites in rural Nevada.

Three objectives were proposed to meet this goal. (See Activity Chart for a list of specific activities.) The first objective was to develop and disseminate a training delivery system model which incorporates state-of-the-art telecommunications technology to deliver educational telecourses to rural Nevada. With the assistance of the University's Instructional Media Services Department, the rural classrooms were linked to UNR through the UNITE audio teleconferencing system, the newly installed Instructional Television Fixed Services (ITFS) System and facsimile transmitters.

Project staff developed the following model for each three hour class session:

- Session and tape introduction by local facilitator - five minutes;
- Videotape related to session topic (shown at each site) - thirty minutes;
- Videotape discussion led by local facilitator - ten minutes;
- Professor's lecture broadcasted from UNR to rural sites - forty-five minutes;
- Break - fifteen minutes; and
- Class discussions, activities, and assignments conducted by local facilitator - 1-1/4 hours. (About 25% of the time, this segment included a twenty-minute feedback discussion related to the activities led by the professor during a reconnect broadcast to rural sites.)

Occasionally, this model was varied to accommodate a slightly shorter or longer videotape, a guest lecturer, or an extended lecture period.

Project staff began dissemination activities once this model was fully developed. Dissemination activities included presentations at conferences, publication in professional journals, and newsletter articles. (See Appendix C.)

The second objective proposed to meet the Project NETWORC goal was to develop and field-test, at three rural pilot sites, a four-course training cycle of educational telecourses offered through an accredited state university which would meet the requirements for the State's Early Childhood/Special Education License. In order to provide a uniform and high quality course at each site, project staff and the individual professor developed detailed curriculum guides for use by the students, site facilitators, and professors of each class. (See Appendix D.) Project staff also made, with the assistance of Instructional Media Services, four videotapes to supplement available materials and information in several topic areas. (See Appendix E.)

In order to field-test the courses, project staff developed a number of evaluation forms. (See Appendix F.) Students were asked to evaluate briefly the technical and content components of each course, and the performance of the facilitator and professor mid-way through the semester. At the end of each course, students again evaluated these aspects of the course in much greater depth. Another aspect of evaluation involved feedback from the Advisory Council members as they participated in four meetings during the course of the three-year project. (See Appendix A.) In addition, Advisory Council members completed an evaluation form after the final meeting. The Rural Training Facilitators also responded to requests for oral and written feedback. (See Appendix G.) Project staff used this information to revise and improve the courses throughout the duration of the project. (See Activity Chart.)

The third objective was to replicate the field-tested and refined rural training delivery system model, offering two courses per semester at three new rural training sites. Project staff revised the curriculum guides for each class according to recommendations made on the evaluation forms prior to the start of the second cycle of courses. Some changes in actual replication sites were also made due to

a number of factors, including low enrollment, loss of 15% funding to the project, and a delay in the start of the ITFS system. (See Activity Chart for specific changes.)

It was initially estimated that in the process of meeting these three objectives, Project NETWORC would provide training to 88 students. At the completion of the two cycle series, NETWORC had actually provided training toward the State Early Childhood/Special Education License to 233 individuals (See Appendix H.) Thirty-five of these students completed all the required coursework for the license.

The enrollment per class per site added up to a total of 450 students. Of these 450, most (429) were female, and most (301) were enrolled in the rural sites. The majority of Project NETWORC students enrolled at the graduate level and received "A's" for their coursework. Most Project NETWORC students were employed either in early childhood education, or early childhood special education programs. A significant number of students were also employed as special education teachers at the elementary level. A much smaller portion of students included administrators of special education programs, speech pathologists, occupational therapists, counselors, and nurses.

Student evaluations of Project NETWORC classes were extremely positive. Though all items received high ratings, students were consistently most satisfied with the Rural Training Facilitators and Curriculum Guides, and least satisfied with the exams and assignments, and the audio reception.

Finally, one aspect of Project NETWORC's goal to provide training to rural students that has not yet been addressed was the intent to develop a cost effective training model. It is estimated that the average cost of providing a Project NETWORC course in a rural site is approximately $8,000.00. (See Appendix I.) The estimated average cost of a UNR Continuing Education course in a rural community is approximately $10,300.00. Continuing Education courses typically involve three visits to the site a semester by the course instructor. A Continuing Education course that would approximate Project NETWORC's higher level of interaction with the professor would require fourteen site visitations a

semester by the instructor. The cost of providing a course with this level of visitation is estimated to be $18,360.00. Clearly, the Project NETWORC model provides a cost-effective alternative to providing distance education to rural students.

The final evaluation of the effectiveness of this collaborative project between the Department of Human Resources and UNR's Instructional Media Services should involve a close look at the possible benefits to the State of Nevada. To begin with, UNR has not only been a very helpful partner in this project, but also has clearly benefited from Project NETWORC. Student enrollment in NETWORC courses over the past three years has generated a total of $61,560.00 in tuition fees for UNR. (See Appendix H.) More importantly, Project NETWORC has provided the state, and in particular UNR, with a model for distance education classes.

Another benefit to Nevada stemming from this project has been the opportunity for rural students to further their education and training; in many cases, complete the educational requirements for the Early Childhood/Special Education license. Many individuals have benefited from this opportunity to either continue their education in early childhood/special education or to begin their training in this newly expanding field.

The individuals that have benefited the most, though, from this project are the young children of Nevada with special needs and their families. Project NETWORC has provided professionals working with these children and their families with new information and skills that will improve the quality and availability of early childhood/special education services throughout the state.

UNR - University of Nevada, Reno
IMS - Instructional Media Services
RTF - Rural Training Facilitator

ITFS - Instructional Television Fixed System
UNITE - University Audio Teleconferencing System

FINAL REPORT ACTIVITIES

OBJECTIVE 1: To develop and disseminate a training delivery system model which incorporates state-of-the-art telecommunications technology to deliver educational telecourses to the rural areas of Nevada.

ACTIVITY	DATE COMPLETED	APPENDIX	ACCOMPLISHMENTS
1.1 Establish multiagency Advisory Council to help plan and offer input and feedback on system.	6/90	A	The Advisory Council met four times: 10/29/87; 6/3/88; 3/17/89; and 6/11/90.
1.2 Coordinate facility arrangements at all three sites.	12/87		Cycle I sites were established in Ely, Elko, Gardnerville, and Reno. (Project staff added a fourth classroom in Reno in order to offer the NETWORC courses to local residents and to provide the professors with students to interact with, while broadcasting across the state. Project staff facilitated the Reno site.) The Ely site was moved from the counseling center to the school district boardroom to accommodate a larger number of students than was initially anticipated.
1.3 Interface with the University ITFS System for pilot site in Gardnerville.	6/89		The ITFS System was operational in the Gardnerville site for the first two courses the of Cycle II. Due to low enrollment, the Gardnerville site was replaced by a new site in Round Mountain.
1.4 Link up the UNITE system at all three pilot sites.	12/87		Lines were identified or established for the UNITE system at each of the three rural sites. New microphones were purchased to improve transmission to two of the sites.
1.5 Identify and train Rural Training Facilitators in each training site.	1/89		Ads were placed in local papers, interviews conducted, and RTF's hired prior to the start of the cycle. RTF's attended a half to full day training session prior to the start of each course.

ACTIVITY	DATE COMPLETED	APPENDIX	ACCOMPLISHMENTS
1.6 Publicize system in three pilot areas and surrounding areas.	1/89	B	Publicity for each NETWORC class has included fliers to every preschool and elementary school in the district, to Head Start programs, mental health facilities, community colleges, publication in the University Continuing Education newspaper, No. Nevada Community College newspaper, RAEYC newsletter and NECASC newsletter.
1.7 Broadcast the series using various state-of-the-art systems available.	5/89		Broadcast of the four first cycle courses was completed successfully.
1.8. Coordinate on-going training with Rural Training Facilitators, telecourse professors, and video technicians.	5/89		Telephone calls were made on a weekly basis to RTF's to help prepare them for each session. Project staff, video consultants, and telecourse professors met frequently throughout the series.
1.9 Evaluate technical system after first two sessions, then monthly thereafter	5/89		The technical system was evaluated closely during Course I. The system was evaluated twice during each of the remaining courses.
1.10 Refine technical system as needed.	6/88		New microphones and 2 new convenor boxes were purchased to enhance the technical system. FAX boxes were purchased for each site and have been used to send mid-term and final exams and last minute handouts.
1.11 Disseminate the technical delivery system model at local, regional, and national conferences and in professional journals.	6/90	C	Nine presentations or poster sessions were given at various professional conferences throughout the country. Four articles were published in professional journals. In addition, descriptions of Project NETWORC were printed in four newsletters. A videotape of the project was developed to show at presentations.
1.12 Prepare annual reports on project activities.	6/90		Years 1 and 2 progress reports were completed on schedule.

OBJECTIVE 2: To develop and field test at three rural pilot sites a four-course training cycle of educational telecourses offered through an accredited state university which will meet the requirements for the State Early Childhood/ Special Education License.

ACTIVITY	DATE COMPLETED	APPENDIX	ACCOMPLISHMENTS
2.1 Work with multiagency Advisory Council to help plan and receive input and feedback on telecourse series.	6/90	A	The Advisory Council met four times: 10/29/87, 6/3/88, 3/17/89, and 6/11/90.
2.2 Develop all components of telecourse series into a curriculum guide with assistance of identified University of Nevada, Reno professors and video consultant (guide includes "live" sessions with professors, on-site small and large group activities, reading assignments, etc.).	1/90	D	Comprehensive curriculum guides were developed for the first cycle of classes and then revised for the second cycle.
2.3 Obtain University approval and credit for each telecourse.	1/90		Project staff worked closely with the Director of Continuing Education to insure credit for classes.
2.4 Obtain credit approval toward State Early Childhood/ Special Education License from SEA for each telecourse.	12/87		Meetings were held with SEA representatives to obtain approval for the NETWORC classes to meet certification requirements.
2.5 Evaluate content of each telecourse at designated intervals.	6/90	F	Students completed evaluations of the course content midway through each course and at the end of each course.
2.6 Refine and modify each telecourse as needed.	6/88		Modifications in the course model were made for Course 2, based on evaluations completed during Course 1. The instructor's "on-line" lecture period was increased to 45 minutes. Guest lecturers were introduced. Additional time was allotted to discuss the videotape.
	10/89		Modifications in the content of Course 3 were made based upon student evaluations. The major change involved a greater focus on specific handicapping conditions, with the inclusion of several guest lecturers with expertise in working with young children with specific special needs (e.g., specialist in working with preschool visually impaired). Modifications in the content of Course 4 included material related to Part H of P.L. 99-457 that related to family assessments and family-centered services.

ACTIVITY	DATE COMPLETED	APPENDIX	ACCOMPLISHMENTS
2.7 Disseminate the four course training model for early childhood special educators at local, regional, and national conferences.	6/90	C	Nine presentations or poster sessions were given at various professional conferences throughout the country. Four articles were published in professional journals. In addition, descriptions of Project NETWORC were printed in four newsletters. A videotape of the project was developed to show at presentations.
2.8 Prepare annual reports on project activities.	6/90		Years 1 and 2 progress reports were completed on schedule.

OBJECTIVE 3: To replicate the field-tested and refined rural training delivery system model, offering two courses per semester at three new rural training sites.

ACTIVITY	DATE COMPLETED	APPENDIX	ACCOMPLISHMENTS
3.1 Locate the on-site facilities for the three new training sites.	5/89		Cycle II sites were established in Fallon, Reno, Carson City, Round Mountain and Tonopah. The Carson City site was continued into Cycle II at the university's request in order to pilot the ITFS video system. After the first two courses, this site was dropped due to low enrollment. A new site was added in Round Mountain for the last two classes, funded by a local business (Round Mountain Gold Corp.).
3.2 Consider linkage with the RTS system at one or more pilot sites.			This system was not workable for the NETWORC classes.
3.3 Link up the UNITE system at each training site.	5/89		Lines were identified or established for the UNITE system at each of the three rural sites.
3.4 Select and train new Rural Training Facilitators.	5/89		Ads were placed in local papers, interviews conducted, and RTF's hired prior to the start of the second cycle. RTF's attended a half to full day training session prior to the start of each course.
3.5 Publicize the telecourse offerings in each local area.	6/89 8/89 12/89 5/90	B	Publicity for each NETWORC class has included fliers to every preschool and elementary school in the district, to Head Start programs, mental health facilities, community colleges, publication in the University Continuing Education newspaper, No. Nevada Community College newspaper, RAEYC newsletter and NECASC newsletter.
3.6 Broadcast two courses each semester.	6/90		Project staff decided it would not be feasible to broadcast two courses a semester. Most of Project NETWORC's students were employed full time and would have found it exceptionally difficult to attend and complete the coursework for two courses each semester. Instead, two intensive, two-week courses were offered during the summer. The schedule for the second cycle of courses was as follows: Course 1 - August, 1989 Course 2 - Fall Semester, 1989 Course 3 - Spring Semester, 1990 Course 4 - June, 1990

ACTIVITY	DATE COMPLETED	APPENDIX	ACCOMPLISHMENTS
3.7 Coordinate ongoing training with Rural Training Facilitators, University Professors, and Video Technicians.	6/90		Telephone calls were made on a weekly basis to RTF's to help prepare them for each session. Project staff, video consultants, and telecourse professors met frequently throughout the series.
3.8 Evaluate and correct technical difficulties during first two transmissions.	6/90		An engineer and technician were in attendance the first two sessions of each Project NETWORC to evaluate and correct technical difficulties. At least one technician was available for the rest of the semester to assist with any technical difficulties.
3.9 Evaluate overall course during designated intervals.	6/90	F	Students completed evaluations regarding the technical component, course content, and the quality of the professor midway through each course and at the end of each course.
3.10 Continue dissemination efforts on both technical delivery system and training model.	6/90	C	Nine presentations or poster sessions were given at various professional conferences throughout the country. Four articles were published in professional journals. In addition, descriptions of Project NETWORC were printed in four newsletters. A videotape of the project was developed to show at presentations.
3.11 Prepare annual reports on project activities.	7/90		Years 1 and 2 progress reports were completed on schedule.

APPENDIX A

ADVISORY COUNCIL MINUTES

Project NETWORC Advisory Council Meeting

October 29, 1987

MINUTES

In Attendance

ADVISORY COUNCIL MEMBERS: Dick Belaustegui, representing Warren Fox, Vice Chancellor of Academic Affairs; Connie Denham, Western Nevada Community College; John Dorf, Douglas County School District; David Harley, Community Counseling Center (Ely); Marilee Harper, Northern Nevada Community College (Elko); Pat Hedgecoth, Child Care Services Bureau; Sally Kees, State Extension Office, Sue Oriard, Truckee Meadows Community College; Sharon Palmer, State Department of Education.

PROJECT STAFF: Alison Bennett, Chris Eaton, Penny Royce, Marilyn Walter

GUESTS: Chris Cheney, Special Education Instructor, UNR; Larry Gilbert, Technical Consultant, Instructional Media Services, UNR

ABSENT: Warren Fox, Vice Chancellor, University Systems; Virgil Getto, State Assemblyman, District 35; JoAnn Sheerin, Board of Regents

Marilyn Walter, Project Director, opened the meeting after general introductions by explaining the general purpose of the Project NETWORC grant and the role of the advisory council.

Penny Royce, Project Coordinator, provided a basic overview of the project highlighting the grant's goals and objectives, the four course teleseries schedule, the professors to be involved, and the general class format. She discussed in detail the components of the class session: the video series, the UNITE audio conferencing system, and the use of Rural Training Facilitators (RTF's) to "facilitate" on-site activities.

There was general discussion about the cost of the courses ($36 - undergraduate; $50 - graduate), who might be taking the classes, and issues related to the early childhood special education certification and existing waivers.

Penny then showed an overhead of the project NETWORC survey which had been conducted at each rural site to get a feel for interest in the courses. Twenty-five people expressed an interest in Elko; four in Ely; 42 in Minden/Gardnerville/Carson City area; and 12 in Reno. She commented that the Reno survey had been mailed later and was still coming in.

Chris Eaton, Project Assistant, shared with the committee the working drafts of the student curriculum guide. Both the text and the evaluation component were then briefly discussed.

Chris Cheney, the instructor for the first class, stated she hoped the NETWORC project would do two things:

1) show that there are people interested in taking early childhood special education classes;

2) demonstrate that the UNITE system is a viable way to provide classes to the rural areas.

Larry Gilbert, Project NETWORC technical consultant, then provided an overview of the UNITE audio teleconferencing system and also discussed the new ITFS closed circuit television system which should be available for future NETWORC classes in the Gardnerville/Minden area.

After viewing a brief segment from the "Young and Special" series which will be used with one of the classes, everyone broke into three small groups to work on the following tasks:

1) Publicity ideas;

2) Future funding issues;

3) Establishing a priority enrollment structure.

The group working on publicity reported back that an attempt should be made to broaden the target audience and information should be sent to individuals other than educators (e.g., to nurses, mental health personnel, etc.; to libraries, churches, etc.) They also suggested publicizing the courses in local papers and making personal contacts.

The group working on future funding discussed the need to get legislators involved and aware of the project and also to actively involve Dean Meyers of the College of Education at UNR.

The group working on priority enrollment developed a list to be used as a guide if over-enrollment becomes a problem (class limit is 25). Those with first priority would include:

1) Individuals who need endorsement for job;

2) Individuals in special education or early childhood education with BA who want endorsement;

3) Preschool teachers/directors with BA who want endorsement;

4) Related specialists.

It was decided the next meeting would be planned for late April or May. The meeting adjourned at 11:30 a.m.

Project NETWORC Advisory Council Meeting

June 3, 1988

MINUTES

In Attendance

ADVISORY COUNCIL MEMBERS: Virgil Getto, State Assemblyman, Jim Rimpau representing Warren Fox, Vice Chancellor of Academic Affairs, David Harley, Community Counseling Center (Ely), Sue Oriard, Truckee Meadows Community College, Marilee Harper, Northern Nevada Community College (Elko), Pat Hedgecoth, Child Care Services Bureau, Robyn Van Atta, State Department of Education.

PROJECT STAFF: Penny Royce, Marilyn Walter, Chris Eaton, Barbara Garrett

GUESTS: Larry Gilbert, Instructional Media Services

ABSENT: Sally Kees, State Extension Office, John Dorf, Douglas County School District, JoAnn Sheerin, Board of Regents

Marilyn Walter, Project Director, opened the meeting with introductions of council members and guests.

Penny Royce, Project Coordinator, reviewed Project NETWORC's goals and objectives. She then referred the group to the article "Nevada Taps Audio for Rural Network" which Virginia Ostendorf, a consultant in distance education, wrote in the TELETRAINING newsletter. Penny then reviewed the sites and went into a brief coverage of the class model with its three components: video, on-line lecture and on-site activities.

Chris Eaton, Project Assistant, explained the process used in developing the faculty and student curriculum guides, and then walked the group through a session in the manual. David Harley, who had attended the first class in Ely, stated the guides had been "extremely effective" and had proven "indispensable". Penny added that Diann Laing, from UNR's Instructional Media Services, had designed the manual using a MacIntosh computer graphics program.

The group then viewed a short segment of a "Beginnings" videotape used in the first class.

Penny and Chris then presented a student profile of those taking the first class. Pat Hedgecoth asked if there was a breakdown of those from elementary and secondary settings. Penny responded that there is only a one-line category asking for occupation on the student survey.

David mentioned that he found the class to be a very useful gathering of the educators and others who were all working with or concerned about young children in the Ely area.

Marilyn discussed the benefits of the flexibility of having locations across the state and how various class members had attended class at the different sites due to travel commitments with their work.

Penny then reviewed the evaluations of the first course, highlighting specific items from the Course Content Survey and the Technical Component Survey. Handouts were provided summarizing student satisfaction. In general, satisfaction was high, with 94% of the students being moderately to highly satisfied with the overall content of the course. 95% indicated the same satisfaction level with the professor and 97% with the videos and curriculum guides.

However, only 24% of the students were satisfied with the audio reception. Penny discussed some of the problems that accounted for this: older microphones with sensitive wiring which occasionally malfunctioned, students lack of experience in talking into the microphones, technical problems with the amplifier, etc. It is hoped these problems will be remedied in the next class.

From the evaluations, it appeared the Minden class was least satisfied with the class. Larry Gilbert mentioned that the Elko and Ely students were probably more satisfied because their isolation and distance from the University made the classes more desirable and the students more appreciative.

Pat Hedgecoth asked what it cost to hold a class. Larry said it was difficult to break down all the costs, but guessed that the costs of the class would run between $2,000 to $4,000. Penny stated that they would attempt to do a cost analysis for the next meeting.

The group then went into an actual teleconference with Chris Cheney at the University. Chris stated that she felt it was a good experience overall, and a useful way to reach rural Nevada. She pointed out that you had to be overprepared and it was "a little difficult, because you didn't get to know everyone by sight, only by their assignments and exams." Sue Oriard asked Chris if it was hard to keep the student's attention while on-line. Chris responded that she felt asking questions frequently helped. Virgil Getto asked if it would help to be on-line while viewing the video and then stated that he thought this method of training was very valuable for rural areas.

After the teleconference, a general discussion ensued about the overall effectiveness of this type of training. Robyn Van Atta mentioned that twenty-one out of thirty D.O.E. summer stipends had been awarded to students taking the NETWORC summer class. She stated that she had heard good comments about the class from around the state. The group then took a break and reconvened to listen to an audio cassette tape from Connie Denham about her reactions to the class as a Rural Training Facilitator (RTF). Connie stated that "it was a blessing not to travel." She also said the class was well received, the manuals particularly useful, and the on-site activities enjoyed.

David then gave his reaction as a student participant and stated that he felt this class was a real benefit for his community.

Larry Gilbert then made a brief presentation about the Distance Learning evaluation I.M.S. conducted. He pointed out that many of the students (75%) responded that they would take this type of class again and that several (46%) indicated they would be willing to pay extra to do so. Larry stated that. "This has been a great project. They have pulled together the concepts we have always wanted to try out." Larry then showed the new state-of-the-art microphones that are being purchased for the next class.

It was decided that the next meeting would be held at the end of the year. The meeting was adjourned at 11:45.

FINAL PROJECT NETWORC
ADVISORY COUNCIL MEETING

June 11, 1990

Project Coordinator Penny Royce welcomed the four committee members present: Pat Hedgecoth, Sally Martin, David Harley, and Mariliee Harper. She began the meeting with an overview of the second cycle of classes; several site changes occurred both prior to and during the second cycle.

Due to the small number of interested students in Hawthorne, Tonopah was selected as one of the new sites. Carson City served as a class site and demonstration ITFS classroom for the first two classes. The site was then dropped due to extremely low enrollment. Another consideration was that a large, theater-style lecture hall was the ITFS broadcast classroom in Reno, which was found to be unsuitable for classroom discussions. The Carson City site was replaced by a new site at Round Mountain in the Smoky Valley Child Care Center for Round Mountain Gold Corporation employees. This site was totally funded by the mining company.

Penny then reported on successful modifications made in the curriculum class for the second cycle. A number of guest speakers were included with specialties in working with children with specific handicapping conditions (e.g., vision impairment, auditory impairment, etc.). These were well received by the students.

Additionally, the professor, Dr. Eva Essa, visited each site and provided wide flexibility with assignments and exams which greatly facilitated the needs of the distance education students. Overall, this class received very positive evaluations from all sites.

Chris Eaton then presented evaluation data from both cycles of classes (see enclosures. Though all categories received high ratings, the students were consistently most satisfied with the RTF's and curriculum guides, and least satisfied with the exams/assignments and the audio reception in both cycles. Chris noted that the lower exam/assignment ratings were not all related to perceived difficulty. A few students commented that they were too easy for a graduate-level course.

Chris also presented summary sheets of the evaluation data from each cycle which allowed for comparisons between the two cycles (see enclosures). In terms of content ratings (professor, rural training facilitator, videoseries, on-site activities, exams/assignments), the second cycle received higher ratings in all areas except for the professor rating. In all classes except the

- The training has brought professionals from very isolated communities together, increasing communication and coordination among community service providers; and

- The children with special needs and their families have benefited by having better trained service providers.

Penny continued the meeting by identifying specific factors that seemed to contribute to the successful distance education classes. She noted the following:

- Knowledgeable and supportive rural training facilitators (RTF's);

- Good organization (including curriculum guides);

- Regular communication with RTF's;

- Site visitations by the professor; and

- Flexible attitude of the professor.

Project NETWORC staff also offered some suggestions for subsequent distance education classes. One simple addition to the Project NETWORC model would be to provide outlines of the professor's lectures to all students. More elaborate improvements could include providing slides to go with each lecture, audiographic features or the full video component for each site.

Penny continued the meeting by sharing new developments in the Early Childhood Special Education Program at the University of Nevada, Reno. A Master's-level program is now in place with a professor in early childhood special education recently hired. Courses began during the university's mini-term in May.

Dr. Larry Gilbert from Instructional Media Services at the University of Nevada, Reno, concluded the meeting by describing UNR's upcoming distance education classes and the university's plans for additional distance education classes in the future. The meeting closed with several Advisory Council members praising the project and its overall positive effect on distance education in Nevada. Pat Hedgecoth stated she hoped a similar model could by used for child care training in rural areas. David Harley commented that such a training model would be extremely useful for the Rural Mental Health Clinics. He closed the meeting with the final comment: "Project NETWORC was a class act." A nice note on which to end.

APPENDIX B

SAMPLE PUBLICITY FLIERS

PROJECT
NETWORC

The following course in Early Childhood Special Education will be offered through the University of Nevada, Reno, in Fallon from January 31, 1990, to May 9, 1990. This is a telecourse which will be offered simultaneously to other rural sites using the UNITE teleconferencing system and the new ITFS system, which provides the student with the opportunity to view the professor over television. This course meets the requirements for the Department of Education's Early Childhood Special Education Endorsement.

COURSE:	HDFS 400A/600A Special Problems: *Curricula Needs for Young Children with Special Needs*
CREDIT:	Three (3)
WHEN:	January 31, 1990 through May 9, 1990
TIME:	Wednesdays, 6:00 p.m. - 9:00 p.m.
WHERE:	Churchill County Junior High School 650 South Main Street, Fallon
INSTRUCTOR:	Eva Essa, Ph.D., Associate Professor, Child and Family Studies, College of Human and Community Sciences
FEE:	$40.00 per undergraduate credit $50.00 per graduate credit
TEXT:	*Resource for Teaching Young Children with Special Needs*, by Penny Low Deiner, $23.50

For more information about the class, phone Penny Royce, Project Coordinator, in Reno at (702) 789-0284, or Linda Stevemer in Fallon at (702) 423-2774. To pre-register for this class, contact Gary Imelli at (702) 423-7701. Official registration will take place the first night of class. Class size is limited to 25 students.

See reverse side for additional details.

PROJECT
NETWORC

Project NETWORC

Announces

Telecourse Series

Project *NETWORC* has developed a series of four telecourses in the area of early childhood special education that will enable participants to meet the course requirements of the Nevada Department of Education's Early Childhood Special Education Endorsement.

These four course series will be offered in Tonopah, Fallon, Round Mountain, and Reno over the next year. The third course will be offered during the spring semester from January 31, 1990 to May 9, 1990. The last class will be offered during a two-week summer intensive class in late June, 1990. These classes are offered for three credits, both graduate and undergraduate, through the Division of Continuing Education at the University of Nevada, Reno. The classes are:

Overview of Handicapping Conditions in Young Children

Assessment Considerations for Young Children with Special Needs

Curricula for Young Children with Special Needs

Working with Families of Young Children with Special Needs

Curricula for Young Children with Special Needs will highlight various intervention strategies with a particular emphasis on mainstreaming. Specific teaching strategies and approaches for working with children with various special needs will be discussed. Curriculum activities in the different developmental domains will be covered.

HDFS 400A/600A Special Problems: *Curricula for Young Children with Special Needs.* Three (3) credits.

WHEN: January 31, 1990 through May 9, 1990
TIME: 6:00 p.m. - 9:00 p.m.
FEE: $40.00 per undergraduate credit
$50.00 per graduate credit

For more detailed information, contact Penny Royce, Project Coordinator in Reno at (702) 789-0284.

PROJECT
NETWORC

PROJECT NETWORC

Course: **CI 483/683 Working with Families of Young Children with Special Needs**

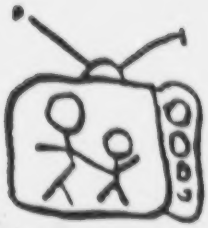
Date: **Thursday, 7-10 p.m.; January 26 - May 4th**

This course will focus on the unique needs of families having young children with special needs and strategies for effectively working with the families. The first half of the course will provide an in-depth look at the impact on the family of having a child with a handicapping condition from a variety of perspectives: the mother, father, siblings and extended family members. In addition, socio-economic factors such as marital status, cultural considerations, and gender roles will also be discussed.

The second half of the course will focus on strategies for professionals working with family members. Effective approaches for both parents and professionals will be discussed. Topics will include developing communication skills, involving parents in the special education process, supporting parents' role as their child's primary caregiver, and developing skills as a resource and support person.

Dr. Rhoda Cummings, an instructor in Curriculum and Instruction with the College of Education at the University of Nevada-Reno, who is the parent of a learning disabled son, and Dr. Deborah Davis, Executive Director of the Coalition for Handicapped Children's Education (CHANCE), a parent education and advocacy organization, and the parent of two daughters with special needs, will be the instructors for this course. Guest lecturers will include parents, siblings, and a school district special service coordinator.

The texts for this class will be FAMILIES, PROFESSIONALS AND EXCEPTIONALITY: A SPECIAL PARTNERSHIP, by Ann Turnbull and H. Rutherford Turnbull, III (1986), and AFTER THE TEARS: PARENTS TALK ABOUT RAISING A CHILD WITH A DISABILITY by R. Simons (1985). Registration for the class will take place at 6:30 p.m. during the first class session on January 26, 1989. For more specific course details, contact Penny Royce or Chris Eaton, Project NETWORC staff at 789-0284 in Reno.



PROJECT NETWORC

The following course in Early Childhood Special Education will be offered in the Minden/Gardnerville area during the spring 1989 semester. This is a University of Nevada-Reno telecourse which will be offered simultaneously to other rural sites using the UNITE teleconferencing system. This course meets the requirements for the State Early Childhood Special Education Endorsement.

COURSE:	CI 483/683 SPECIAL PROJECT IN CURRICULUM AND INSTRUCTION - PROJECT NETWORC: Working with Families of Young Children with Special Needs
Credits:	3
When:	January 26 through May 4, 1989
Time:	Thursday evenings, 7:00 to 10:00 p.m.
Where:	Personnel Development Center C. C. Meneley Elementary School 1446 Muir Drive UNITE Center - Room 14
Instructor:	Rhoda Cummings, Ed.D., Assistant Professor, Special Education, College of Education, UNR; Deborah Davis, Ph.D., Executive Director, Coalition for Handicapped Children's Education
Fee:	$40.00 per undergraduate credit $50.00 per graduate credit

To register, please phone Cynthia Kingsland at (702) 265-2135 to get on a class list. Enrollment is limited to 25 participants. Priority enrollment will be given individuals on an Early Childhood State Waiver. Phone Kathy Bakst-Thornley, Rural Training Facilitator, in Minden, at (702) 882-1952, or Penny Royce, Project Coordinator, in Reno, at (702) 789-0284, for further details.

Project NETWORC
450 Galletti Way
Sparks, NV 89431

Project NETWORC

Announces

PROJECT NETWORC

Telecourse Series in Early Childhood/Special Education

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APPENDIX C

DISSEMINATION ACTIVITIES

PROJECT NETWORC

DISSEMINATION ACTIVITIES

Presentations or poster sessions were held at the following conferences:

DATE	CONFERENCE	LOCATION	NUMBER IN ATTENDANCE
March, 1989	Rural Special Education (ACRES)	Ft. Lauderdale, Florida	5
March, 1989	National Rural and Small Schools Consortium	Ft. Lauderdale, Florida	7
April, 1989	Council for Exceptional Children (CEC)	San Francisco, California	17
April, 1989	National Indian Developmental Disabilities Conference	Reno, Nevada	30
May, 1989	Chapter I National Conference	Durango, Colorado	25
June, 1989	Partnerships for Progress III	Washington, D.C.	N.A.
October, 1989	Division for Early Childhood (DEC-CEC)*	Minneapolis, Minnesota	50
October, 1989	Telecon IX (Distance Learning Conference)	San Jose, California	4
November, 1989	Teacher Education Division (TED-CEC)	Memphis, Tennessee	12
			150

*Poster Session

JOURNAL PUBLICATIONS

Cheney, C.O., R.W. Cummings and P.P. Royce (in press). "Training Rural Early Childhood Special Educators: A Model of Effective Distance Learning." Teacher Education and Special Education.

Cummings, R.W., C.O. Cheney and P. Royce. "Putting a Face on Distance Education: The Use of Rural Training Facilitators." Submitted to Rural Education Quarterly.

Royce, P., R.W. Cummings and C.O. Cheney. "Project NETWORC: A Distance Learning Model in Early Childhood Special Education. Proceedings of the ACRES National Rural Special Education Conference. Bellingham, Washington: American Council on Rural and Special Education, 1989.

Royce, P., R. Cummings and C.O. Cheney (in press). "Project NETWORC: A Distance Learning Model in Early Childhood Special Education." Rural Special Education Quarterly.

NEWSLETTER ARTICLES

COUNTERPOINT (Quarterly News Magazine of the National Association of State Directors). Vol. 10, No. 2, Winter, 1989.

TELETRAINING (A Distance Education Newsletter). Vol. 2, No. 3, March, 1988: Virginia A. Ostendorf, Inc., publisher.

EARLY INTERVENTION NOTES (Western Regional Resource Center Newsletter). Fall, 1988.

RENO ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN NEWSLETTER. March/April, 1988.

APPENDIX D

CURRICULUM GUIDES
(SEE SEPARATE PACKAGES)

Faculty Curriculum Guide - "Overview of Handicapping Conditions in Young Children"

Student Curriculum Guide - "Overview of Handicapping Conditions in Young Children"

Faculty Curriculum Guide - "Assessment Considerations for Young Children with Special Needs"

Student Curriculum Guide - "Assessment Considerations for Young Children with Special Needs"

Faculty Curriculum Guide - "Curricula for Young Children with Special Needs"

Student Curriculum Guide - "Curricula for Young Children with Special Needs"

Faculty Curriculum Guide - "Working with Families of Young Children with Special Needs"

Student Curriculum Guide - "Working with Families of Young Children with Special Needs"

APPENDIX E

VIDEOTAPES DEVELOPED FOR USE IN PROJECT NETWORC CLASSES AND FOR DISSEMINATION ACTIVITIES (SEE SEPARATE PACKAGE)

"Administering the Brigance Inventory of Early Development"

"Administering the Early Intervention Developmental Profile"

"Using Cooperative Games to Enhance Social Development"

"Fathering Young Children with Special Needs"

"Project NETWORC: Overview"

APPENDIX F

SAMPLE STUDENT EVALUATIONS AND EVALUATION SUMMARIES

(1951) 2
cycle 2

FEEDBACK FORM

We are continually attempting to refine and improve the format of this telecourse series, but we need your feedback. Please comment (anonymously!) about:

TECHNICAL COMPONENT (Consider appropriateness of physical facility, skill of on-site facilitator, quality of audio reception, technical quality of videoseries, duration and quality of interaction with professor, organization of sessions, etc.)

~~Course~~ The facility & facilitator are fine. Video quality & sound quality could be better at times. Sound breaks up often when classes in outlying areas are trying to communicate.

COURSE CONTENT (Consider clarity of session objectives, usefulness/relevance of videotapes, quality of instructor, quality/usefulness of on-site activities, appropriateness of assignments, examinations, etc.)

Course content, instructor & assignments seem very appropriate for this course.

Class 4
Cycle 2

Site Yakima

COURSE CONTENT SURVEY

Please evaluate the content of this telecourse by indicating the extent to which you were satisfied with the following items:

	Highly Satisfied			Not Satisfied
1. Registration procedures	(4)	3	2	1
2. Clarity of course objectives and requirements	(4)	3	2	1
3. Quality of on-site facilitator:				
Was that person knowledgeable?	(4)	3	2	1
Was that person responsive to your needs?	(4)	3	2	1
4. Quality of University professor	(4)	3	2	1
5. Quality of content of videoseries	(4)	3	2	1
6. Quality of supplemental activities:				
On-site activities/discussions	(4)	3	2	1
Course assignments	(4)	3	2	1
Examinations	(4)	3	2	1
7. Extent to which course contributed to your understanding of early childhood/ special education theory and practice?	(4)	3	2	1
8. Overall content of telecourse	(4)	3	2	1

Any other comments? The course was wonderful and I feel I learned a great deal. The on-sight teachers were brilliant! Linda was a great help in our understanding of the subjects!

UNIVERSITY OF NEVADA RENO
COLLEGE OF EDUCATION

STUDENT RATING OF COURSE AND INSTRUCTOR (USE #2 PENCIL)

Each of the qualities listed below is divided into three sections. Each section is divided into three degrees and numbered accordingly from 1 to 9, 1 being the lowest and 9 being the highest. In rating, darken the numbered space which best describes your instructor. Your fair and honest opinion is what really counts.

COURSE NUMBER

SECTION

DEPARTMENT EAHE CAPS C&I

INSTRUCTOR CODE

SEMESTER FALL SPRING SUMMER

YEAR 85 86 87 88 89

RATE THE DEGREE TO WHICH:	Low RATING High
1. **My instructor is well prepared for class**	1 2 3 4 5 6 7 8 9
2. My instructor makes the course interesting	1 2 3 4 5 6 7 8 9
3. **The instructor has challenged me to think**	1 2 3 4 5 6 7 8 9
4. Examples and illustrations are used effectively by my instructor	1 2 3 4 5 6 7 8 9
5. **The instructor provides me with feedback on my performance throughout the course**	1 2 3 4 5 6 7 8 9
6. This course makes allowances for a variety of student interests	1 2 3 4 5 6 7 8 9
7. **There is a shared responsibility for learning between teacher and student**	1 2 3 4 5 6 7 8 9
8. The course objectives are consistently pursued	1 2 3 4 5 6 7 8 9
9. **Class discussions are managed well by the instructor**	1 2 3 4 5 6 7 8 9
10. Class assignments have contributed directly to my learning	1 2 3 4 5 6 7 8 9
11. **The instructor utilizes appropriate teaching methods**	1 2 3 4 5 6 7 8 9
12. Class assignments are appropriate and contribute to learning	1 2 3 4 5 6 7 8 9
13. **My instructor [illegible] of course top[illegible]**	1 2 3 4 5 6 7 8 9
14. The climate of this class is conducive to learning	1 2 3 4 5 6 7 8 9
15. **I understand [illegible] in this class**	1 2 3 4 5 6 7 8 9
16. Evaluation methods are appropriate and conducted fairly	1 2 3 4 5 6 7 8 9
17. **Instructor's speech, appearance and poise enhance teaching**	1 2 3 4 5 6 7 8 9

If you like, write any additional comments which might be helpful to the instructor on the back of this sheet. Include suggestions on how the course or instructions might be improved, particularly in terms of textbooks, written assignments, teaching methods and organization of the course.

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Class 4
Cycle 2

Site _____

TECHNICAL COMPONENT SURVEY

Please evaluate the technical aspects of this telecourse by indicating the extent to which you were satisfied with the following items:

	Highly Satisfied			Not Satisfied
1. Physical facilities	4	3	2	1
2. Quality of audio-visual equipment	4	3	2	1
3. Quality of the audio reception	4	3	2	1
4. Quality of the curriculum guides, handouts, and other course materials	4	3	2	1
5. Technical quality of the videotapes	4	3	2	1
6. Organization of sessions:				
Amount of time watching videotapes	4	3	2	1
Amount of interaction with professor	4	3	2	1
Amount of interaction with on-site facilitator	4	3	2	1
7. Overall technical quality of telecourse	4	3	2	1

Would you take another course offered in a similar format?_____

Any other comments? _____

_____

_____

Class 2
Cycle 1

DISTANCE EDUCATION EVALUATION

In sparsely populated areas of a state like Nevada, important social and educational services are often either restricted or unavailable. It is often not feasible or practical to fund or staff full services (e.g. college courses or medical specialties) in all rural areas. One potential solution to the lack of these services is to use distance education technologies to send services from populated to less populated areas. Yet these technologies will only be effective if they are accepted by rural residents.

You can help us to gauge the acceptance of distance education technologies by taking a minute to answer the following few questions.

INSTRUCTIONS: Questions 1 through 8 are statements that are followed by a scale that ranges from 1 to 5. Circling #1 always means that you disagree strongly while #5 always means that you agree strongly. Circle the number from 1 to 5 that best represents your opinion on each statement.

1. I would willingly register for another college credit course in my home town if it were offered over a telephone conferencing system.

   STRONGLY DISAGREE 1 2 3 4 (5) STRONGLY AGREE

2. It is not important for the distance education instructor to visit each rural site.

   STRONGLY DISAGREE 1 2 (3) 4 5 STRONGLY AGREE

3. When the instructor is not present at my location it is important that detailed workbooks and study guides be provided.

   STRONGLY DISAGREE 1 2 3 4 (5) STRONGLY AGREE

4. The course would have been enhanced if the instructor had the capability to show us visual materials while she lectures (like showing slides or transparencies during a live class).

   STRONGLY DISAGREE 1 2 (3) 4 5 STRONGLY AGREE

Videos accomplished #4

Continuing Education
University of Nevada-Reno
Program Evaluation

Profession OT SP Path Prog Coordinator

Greater Reno-Sparks Chamber of Commerce Member? ☐ Yes ☒ No

Have you taken UNR continuing education classes before? ☒ Yes ☒ No

Please complete the following questions. Your comments and suggestions are particularly helpful in the planning of future programs.

Course Title: CI 683

Date: 6/29/90 Location: UNR Lib Instructor: Christine Cheney

	Excellent		Good	Average	Fair	Poor	
1.	☐	☒	☐	☐	☐	☐	Course content
2.	☐	☒	☐	☐	☐	☐	Were your objectives satisfied?
3.	☒		☐	☐	☐	☐	Instructor's knowledge of material
4.	☒		☐	☐	☐	☐	Instructor's ability to stimulate interest
5.	☐	☒	☐	☐	☐	☐	Methods of presentation
6.	☐		☒	☐	☐	☐	Physical arrangements
7.	☐		☐	☒	☐	☐	Meals/breaks (if applicable)
8.	☐	☒	☐	☐	☐	☐	Overall rating

9. Were you able to participate to the extent you wanted? ☒ Yes ☐ No more group discussion when not online

10. Was there anything in particular that you considered to be outstanding? If so, please describe.
Presenter : overall organization of information + presentation excell

11. Was there anything in particular that you considered to be unsatisfactory? If so, please describe
Always provide 2 facilitators at any one time in order to facilitate slow or awkward topics / discussion.

12. What other courses would you like to take? Cultural / Ethnic differences

13. How did you learn of this class?
- ☐ Word-of-mouth
- ☐ FOCUS (continuing education course listing)
- ☒ Brochure or flier
- ☐ Newspaper
- ☐ Magazine ad
- ☐ Other (please specify)

14. If a similar conference were presented again in the future, would you:
☐ Attend ☐ Not Attend ☒ Send members of your staff

Advertising

SUMMARY

CONTENT OF COURSE EVALUATIONS

CYCLE I

MODERATE - HIGH SATISFACTION

92%	---	PROFESSOR
95%	---	RURAL TRAINING FACILITATOR
88%	---	VIDEOSERIES
80%	---	ON-SITE ACTIVITIES
78%	---	EXAMS/ASSIGNMENTS
93%	---	OVERALL CONTENT

CONTENT OF COURSE

CYCLE I, CLASS 1

MODERATE - HIGH SATISFACTION

95%	---	PROFESSOR
90%	---	RURAL TRAINING FACILITATOR
92%	---	VIDEOSERIES
85%	---	ON-SITE ACTIVITIES
81%	---	EXAMS/ASSIGNMENTS
94%	---	OVERALL CONTENT

CONTENT OF COURSE

CYCLE I, CLASS 2

MODERATE - HIGH SATISFACTION

100%	---	PROFESSOR
94%	---	RURAL TRAINING FACILITATOR
86%	---	VIDEOSERIES
92%	---	ON-SITE ACTIVITIES
93%	---	EXAMS/ASSIGNMENTS
100%	---	OVERALL CONTENT

QUALITY OF UNIVERSITY PROFESSOR

CYCLE I, CLASS 2

SITE	1	2	3	4	TOTAL
ELKO	0	0	1	16	17
ELY	0	0	2	8	10
MINDEN	0	0	1	6	7
RENO	0	0	2	14	16
TOTAL:	0	0	6	44	50

SITE	1	2	3	4	TOTAL
ELKO	0.0%	0.0%	6.0%	94.0%	100.0%
ELY	0.0%	0.0%	20.0%	80.0%	100.0%
MINDEN	0.0%	0.0%	14.0%	86.0%	100.0%
RENO	0.0%	0.0%	12.5%	87.5%	100.0%
TOTAL:	0.0%	0.0%	12.0%	88.0%	100.0%

1. All of the students were either moderately or highly satisfied with the professor.

2. Most of the students (88%) were highly satisfied with the professor.

CONTENT OF COURSE

CYCLE I, CLASS 3

MODERATE - HIGH SATISFACTION

77%	---	PROFESSOR
94%	---	RURAL TRAINING FACILITATOR
76%	---	VIDEOSERIES
79%	---	ON-SITE ACTIVITIES
61%	---	EXAMS/ASSIGNMENTS
79%	---	OVERALL CONTENT

QUALITY OF UNIVERSITY PROFESSOR
CYCLE I, CLASS 3

SITE	1	2	3	4	TOTAL
ELKO	8	3	6	4	21
ELY	0	1	5	9	15
MINDEN	0	0	2	4	6
RENO	0	0	4	7	11
TOTAL:	8	4	17	24	53

SITE	1	2	3	4	TOTAL
ELKO	38.0%	0.0%	29.0%	19.0%	100.0%
ELY	0.0%	7.0%	33.0%	60.0%	100.0%
MINDEN	0.0%	0.0%	33.0%	67.0%	100.0%
RENO	0.0%	0.0%	36.0%	64.0%	100.0%
TOTAL:	15.0%	8.0%	32.0%	45.0%	100.0%

1. Most of the students (77%) were either moderately or highly satisfied with the professor.

2. The students in Elko were the least satisfied with the professor.

QUALITY OF UNIVERSITY PROFESSOR
CYCLE I, CLASS 4

SITE	1	2	3	4	TOTAL
ELKO	0	0	10	8	18
ELY	0	0	8	4	12
MINDEN	0	0	1	11	12
RENO	1	2	7	13	22
TOTAL:	1	2	26	35	65

SITE	1	2	3	4	TOTAL
ELKO	0.0%	0.0%	56.0%	44.0%	100.0%
ELY	0.0%	0.0%	67.0%	33.0%	100.0%
MINDEN	0.0%	0.0%	8.0%	92.0%	100.0%
RENO	4.5%	9.0%	32.0%	54.5%	100.0%
TOTAL:	1.5%	3.0%	40.5%	55.0%	100.0%

1. Most of the students (95.5%) were either moderately or highly satisfied with the professor.

SUMMARY

TECHNICAL COMPONENT EVALUATIONS

CYCLE I

MODERATE - HIGH SATISFACTION

98%	---	CURRICULUM GUIDES
93%	---	VIDEOSERIES
89%	---	QUALITY OF AUDIO RECEPTION
94%	---	OVERALL TECHNICAL QUALITY

TECHNICAL COMPONENT

CYCLE I, CLASS 1

MODERATE - HIGH SATISFACTION

97%	---	CURRICULUM GUIDES
97%	---	VIDEOSERIES
24%	---	QUALITY OF AUDIO RECEPTION
74%	---	AMOUNT OF INTERACTION WITH PROFESSOR
81%	---	OVERALL TECHNICAL QUALITY

TECHNICAL COMPONENT

CYCLE I, CLASS 2

MODERATE - HIGH SATISFACTION

100%	---	CURRICULUM GUIDES
88%	---	VIDEOSERIES
98%	---	QUALITY OF AUDIO RECEPTION
94%	---	AMOUNT OF INTERACTION WITH PROFESSOR
100%	---	OVERALL TECHNICAL QUALITY

TECHNICAL COMPONENT

CYCLE I, CLASS 3

MODERATE - HIGH SATISFACTION

96%	---	CURRICULUM GUIDES
93%	---	VIDEOSERIES
89%	---	QUALITY OF AUDIO RECEPTION
79%	---	AMOUNT OF INTERACTION WITH PROFESSOR
96%	---	OVERALL TECHNICAL QUALITY

CONTENT OF COURSE

CYCLE I, CLASS 4

MODERATE - HIGH SATISFACTION

95%	---	PROFESSOR
100%	---	RURAL TRAINING FACILITATOR
97%	---	VIDEOSERIES
62%	---	ON-SITE ACTIVITIES
76%	---	EXAMS/ASSIGNMENTS
98%	---	OVERALL CONTENT

TECHNICAL COMPONENT

CYCLE I, CLASS 4

MODERATE - HIGH SATISFACTION

100%	---	CURRICULUM GUIDES
95%	---	VIDEOSERIES
94%	---	QUALITY OF AUDIO RECEPTION
97%	---	AMOUNT OF INTERACTION WITH PROFESSOR
100%	---	OVERALL TECHNICAL QUALITY

SUMMARY

CONTENT OF COURSE EVALUATIONS

CYCLE II

MODERATE - HIGH SATISFACTION

88%	---	PROFESSOR
98%	---	RURAL TRAINING FACILITATOR
92%	---	VIDEOSERIES
90%	---	ON-SITE ACTIVITIES
84%	---	EXAMS/ASSIGNMENTS
95%	---	OVERALL CONTENT

CONTENT OF COURSE

CYCLE II, CLASS 1

MODERATE - HIGH SATISFACTION

97%	---	PROFESSOR
100%	---	RURAL TRAINING FACILITATOR
97%	---	VIDEOSERIES
90%	---	ON-SITE ACTIVITIES
95%	---	EXAMS/ASSIGNMENTS
100%	---	OVERALL CONTENT

QUALITY OF UNIVERSITY PROFESSOR

CYCLE II, CLASS 1

SITE	1	2	3	4	TOTAL
CARSON CITY	0	0	0	2	2
FALLON	0	0	1	9	10
RENO	0	0	1	11	12
TONOPAH	0	0	1	6	7
TOTAL:	0	0	3	28	31

SITE	1	2	3	4	TOTAL
CARSON CITY	0.0%	0.0%	0.0%	100.0%	100.0%
FALLON	0.0%	0.0%	10.0%	90.0%	100.0%
RENO	0.0%	0.0%	9.0%	91.0%	100.0%
TONOPAH	0.0%	0.0%	14.0%	86.0%	100.0%
TOTAL:	0.0%	0.0%	10.0%	90.0%	100.0%

1. All of the students were either moderately or highly satisfied with the professor.

2. Most of the students (90%) were highly satisfied with the professor.

CONTENT OF COURSE

CYCLE II, CLASS 2

MODERATE - HIGH SATISFACTION

54%	---	PROFESSOR
96%	---	RURAL TRAINING FACILITATOR
71%	---	VIDEOSERIES
81%	---	ON-SITE ACTIVITIES
68%	---	EXAMS/ASSIGNMENTS
83%	---	OVERALL CONTENT

QUALITY OF UNIVERSITY PROFESSOR
CYCLE II, CLASS 2

SITE	1	2	3	4	TOTAL
CARSON CITY	1	1	0	3	5
FALLON	2	3	7	0	12
RENO	4	0	7	9	20
TONOPAH	2	9	0	0	11
TOTAL:	9	13	14	12	48

SITE	1	2	3	4	TOTAL
CARSON CITY	20.0%	20.0%	0.0%	60.0%	100.0%
FALLON	17.0%	25.0%	58.0%	0.0%%	100.0%
RENO	20.0%	0.0%	35.0%	45.0%	100.0%
TONOPAH	18.0%	82.0%	0.0%	0.0%	100.0%
TOTAL:	19.0%	27.0%	29.0%	25.0%	100.0%

1. Over half of the students were either moderately or highly satisfied with the professor.

2. Almost half of the students were not satisfied with the professor.

CONTENT OF COURSE

CYCLE II, CLASS 3

MODERATE - HIGH SATISFACTION

100%	---	PROFESSOR
97%	---	RURAL TRAINING FACILITATOR
100%	---	VIDEOSERIES
95%	---	ON-SITE ACTIVITIES
82%	---	EXAMS/ASSIGNMENTS
97%	---	OVERALL CONTENT

QUALITY OF UNIVERSITY PROFESSOR

CYCLE II, CLASS 3

SITE	1	2	3	4	TOTAL
FALLON	0	0	0	6	6
RENO	0	0	4	8	12
ROUND MOUNTAIN	0	0	5	7	12
TONOPAH	0	0	4	4	8
TOTAL:	0	0	13	25	38

SITE	1	2	3	4	TOTAL
FALLON	0.0%	0.0%	0.0%	100.0%	100.0%
RENO	0.0%	0.0%	33.0%	67.0%%	100.0%
ROUND MOUNTAIN	0.0%	0.0%	42.0%	58.0%	100.0%
TONOPAH	0.0%	0.0%	50.0%	50.0%	100.0%
TOTAL:	0.0%	0.0%	34.0%	66.0%	100.0%

1. All of the students were either moderately or highly satisfied with the professor.

2. Most of the students (66%) were satisfied with the professor.

CONTENT OF COURSE

CYCLE II, CLASS 4

MODERATE - HIGH SATISFACTION

100%	---	PROFESSOR
100%	---	RURAL TRAINING FACILITATOR
98%	---	VIDEOSERIES
95%	---	ON-SITE ACTIVITIES
90%	---	EXAMS/ASSIGNMENTS
100%	---	OVERALL CONTENT

QUALITY OF UNIVERSITY PROFESSOR
CYCLE II, CLASS 4

SITE	1	2	3	4	TOTAL
FALLON	0	0	2	9	11
RENO	0	0	0	13	13
ROUND MOUNTAIN	0	0	1	10	11
TONOPAH	0	0	1	4	5
TOTAL:	0	0	4	36	40

SITE	1	2	3	4	TOTAL
FALLON	0.0%	0.0%	18.0%	82.0%	100.0%
RENO	0.0%	0.0%	0.0%	100.0%	100.0%
ROUND MOUNTAIN	0.0%	0.0%	9.0%	91.0%	100.0%
TONOPAH	0.0%	0.0%	20.0%	80.0%	100.0%
TOTAL:	0.0%	0.0%	10.0%	90.0%	100.0%

1. All of the students were either moderately or highly satisfied with the professor.

2. Most of the students (90%) were satisfied with the professor.

SUMMARY

TECHNICAL COMPONENT EVALUATIONS

CYCLE II

MODERATE - HIGH SATISFACTION

97%	---	CURRICULUM GUIDES
90%	---	VIDEOSERIES
78%	---	QUALITY OF AUDIO RECEPTION
93%	---	OVERALL TECHNICAL QUALITY

TECHNICAL COMPONENT

CYCLE II, CLASS 1

MODERATE - HIGH SATISFACTION

97%	---	CURRICULUM GUIDES
93%	---	VIDEOSERIES
83%	---	QUALITY OF AUDIO RECEPTION
90%	---	AMOUNT OF INTERACTION WITH PROFESSOR
97%	---	OVERALL TECHNICAL QUALITY

TECHNICAL COMPONENT

CYCLE II, CLASS 2

MODERATE - HIGH SATISFACTION

92%	---	CURRICULUM GUIDES
73%	---	VIDEOSERIES
60%	---	QUALITY OF AUDIO RECEPTION
60%	---	AMOUNT OF INTERACTION WITH PROFESSOR
79%	---	OVERALL TECHNICAL QUALITY

TECHNICAL COMPONENT

CYCLE II, CLASS 3

MODERATE - HIGH SATISFACTION

100%	---	CURRICULUM GUIDES
97%	---	VIDEOSERIES
71%	---	QUALITY OF AUDIO RECEPTION
84%	---	AMOUNT OF INTERACTION WITH PROFESSOR
97%	---	OVERALL TECHNICAL QUALITY

TECHNICAL COMPONENT

CYCLE II, CLASS 4

MODERATE - HIGH SATISFACTION

100%	---	CURRICULUM GUIDES
98%	---	VIDEOSERIES
98%	---	QUALITY OF AUDIO RECEPTION
100%	---	OVERALL TECHNICAL QUALITY

APPENDIX G

ADVISORY COUNCIL AND RURAL TRAINING FACILITATOR EVALUATIONS

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AUG 1 1990

Project NETWORC Advisory Council Evaluation

1. Circle number of advisory council meetings attended: 1 2 (3) 4 (at least)

2. What were some of the strengths of the Project **NETWORC** series of classes in your area?

I assume the fact that a number of students received the credits for their Early Childhood Special Ed. certificate is a real strength to the project. Also, it made individuals aware of the lack of care for young children with special needs. Now that they are certified in that are maybe will get more programs involving in working w/ spec. needs children

3. In what ways could Project **NETWORC** classes have been improved?

It would be great if they could have the series televised rather than just the audio part

4. Would it be beneficial to repeat a similar project in your community? Yes X No_____

Why/why not?

Maybe even expand into other areas.

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5. Other comments:

I would like to see something like project NETWORC for day care providers in the rural areas dealing w/ child care issues. Maybe classes through the community college system for credit.

6. Would you like a copy of the final report? Yes X No_____
If yes, send to (name and address):

Sue Friard
[illegible]
[illegible]

RECEIVED

AUG 13 1990

Project NETWORC Advisory Council Evaluation

7

1. Circle number of advisory council meetings attended: 1 (2) (3) 4

2. What were some of the strengths of the Project **NETWORC** series of classes in your area?

Proximity for participants

3. In what ways could Project **NETWORC** classes have been improved?

TV

4. Would it be beneficial to repeat a similar project in your community? Yes X No____

Why/why not?

A growing need

5. Other comments:

6. Would you like a copy of the final report? Yes X No____
If yes, send to (name and address):

DONF
DCED
P.O. Box 1888
MINOT, ND ~~ABBCA~~ 58702

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JUL 10 1990

Project NETWORC Advisory Council Evaluation

1. Circle number of advisory council meetings attended: 1 2 3 (4)

2. What were some of the strengths of the Project **NETWORC** series of classes in your area?

   Brought together school district personnel, admionistrators, child care providers and other participants for interchange.

3. In what ways could Project **NETWORC** classes have been improved?

   Every effort was made to accomodate individual and class needs. Improvements, if any, would rest on an individual instructor rather than the delivery method.

4. Would it be beneficial to repeat a similar project in your community? Yes X No_____

   Why/why not?

   Provides professional coursework in early childhood education.

5. Other comments:

   Project NETWORC has provided a successful model for distance learning. The staff involved in this project are dedicated and enthusiastic which was reflective in the on-going success of this project.

6. Would you like a copy of the final report? Yes X No_____
   If yes, send to (name and address):

   Patricia J. Hedgecoth M.Ed.
   505 E. King St., Rm.# 101
   Carson City, NV 89710

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JUL 20 1990

Project NETWORC RTF Evaluation

1. What were some of the strengths of the Project NETWORC series of classes in your area? NETWORC provided an invaluable opportunity for developmentally sound education in early childhood special education in our rural community. The courses were extremely well organized. The structure of the courses was comfortably predictable while maintaining student interest & topic integration throughout the 4 course series. The STUDENT GUIDES were outstanding resources which contributed significantly to the structural strength

2. In what ways could Project NETWORC classes have been improved? students were often uneasy about turning in assignments & exams without professor feedback on prior assignments

3. Would it be beneficial to repeat a similar project in your community? Yes XXXXX No_____

Why/why not? The need for education & interest in specialized courses are both high in this community. The hardship placed on teachers & their families who are faced with the commute to Reno/Las Vegas/Utah/Carson City for courses required for early childhood endorsement is an obstacle to adequately serving handicapped pre-school children

4. Other comments:

greatest benefit to students: the opportunity to network statewide & with other rural NETWORC classes. Our class brought to the 5 service entities from public school to private practice. Our weekly interactions improved the practice & service at each of our employment sites

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JUL 17 1990

Project NETWORC RTF Evaluation

1. What were some of the strengths of the Project **NETWORC** series of classes in your area?

They brought courses to rural areas that normally would not have access to University courses. This allowed some to move towards certification in Early Childhood. The course materials were excellent & should serve as resources for developing our 3-5 year old program.

2. In what ways could Project **NETWORC** classes have been improved?

Can't think of any ways

3. Would it be beneficial to repeat a similar project in your community? Yes X No____

Why/why not?

If the courses could have the same well planned content they would be helpful to upgrade the training of rural teachers.

4. Other comments:

If you need any assistance in gaining support for this type of distance learning please call on me.

Earl Risser

RECEIVED
JUL 16 1990

Project NETWORC RTF Evaluation

1. What were some of the strengths of the Project **NETWORC** series of classes in your area?

① It brought local teachers & preschool teachers together to work for a common goal

② It brought Education Regarding Special Education of young children to a rural area that has very few opportunities for Educat

2. In what ways could Project **NETWORC** classes have been improved?

I was very pleased I can't think of any improvements.

3. Would it be beneficial to repeat a similar project in your community? Yes X No____

Why/why not?

We had a very good turn out for all 3 mini classes. I have heard nothing but good comments about the class outcomes. Board has asked if they could help sponsor classes here.

4. Other comments: We greatly appreciated Laura & Jo Ann Fisher. Have enjoyed working with Trouble Clear-

Connie E Fowler

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JUL 16 1991

Project NETWORC Advisory Council Evaluation

1. Circle number of advisory council meetings attended: 1 2 3 (4)

2. What were some of the strengths of the Project NETWORC series of classes in your area?
   1. Outstanding planning in advance
   2. Thoughtful selection of facilitators
   3. High need for University courses on location
   4. Very useable + complete curriculum

3. In what ways could Project NETWORC classes have been improved?
   No complaints - for more money, a video hookup would strengthen future classes

4. Would it be beneficial to repeat a similar project in your community? Yes ✓ No____

   Why/why not?
   A carefully chosen project area does
   - pull together + establish an informal support resource network
   - rural isolation is notified reduced by up to speed University education that is available

5. Other comments:
   Cannot praise too highly the degree of positive planning + organization, continuous feedback looping + the very strong curriculum with blend of variety of learning mediums

6. Would you like a copy of the final report? Yes ✓ No____
   If yes, send to (name and address):
   David Hanley ACSW
   Box 187
   Ely NV 89301

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RECEIVED
JUL 16 1990

Project NETWORC Advisory Council Evaluation

1. Circle number of advisory council meetings attended: 1 2 (3) 4

2. What were some of the strengths of the Project NETWORC series of classes in your area?

Carefully planned classes with consistent instructors which were delivered to communities across the state — great opportunity in an area where education is needed. Project staff did a fine job of organization.

3. In what ways could Project NETWORC classes have been improved?

One concern is the different levels of students taking the courses and their expectations for the work and rigor involved. We probably need to have courses at several levels and counsel people to the appropriate level so that they know what to expect.

4. Would it be beneficial to repeat a similar project in your community? Yes ✓ No ____

Why/why not?

These classes are the only practical method for reaching individuals who really need this course content.

5. Other comments:

Project NETWORC has made a contribution to the state and to early childhood special education.

6. Would you like a copy of the final report? Yes ✓ No ____
If yes, send to (name and address):

Sally Martin
College of Human and Community Sciences
University of Nevada, Reno
Reno, NV 89557-0131

APPENDIX H

STUDENT INFORMATION

STUDENT INFORMATION
SUMMARY SHEET

TOTAL NUMBER OF INDIVIDUALS ENROLLED IN TWO CYCLES: 233

Enrollment per class/site:

	Rural Classrooms	UNR Classroom
CYCLE 1		
Class 1	58	13
Class 2	39	19
Class 3	44	25
Class 4	46	29
CYCLE 2		
Class 1	21	12
Class 2	31	21
Class 3	33	15
Class 4	29	17
Subtotal:	301	149

TOTAL: 450 (429 Female; 21 Male)

Student Status

198 Undergraduate
252 Graduate

Total UNR Tuition Generated from Project NETWORC Classes:

*$61,500.00+

*This figure is approximate. Tuition fees vary slightly from semester to semester and for the summer sessions.

STUDENT PROFILE
CYCLE 1, CLASS 1

Number of Students

Elko	22	(2 Males)
Ely	17	(2 Males)
Minden	19	(1 Male)
Reno	13	
TOTAL:	71	(5 Males; 66 Females)

	Graduate	Undergraduate
Elko	13	8
Ely	1	16
Minden	14	5
Reno	8	5
TOTAL:	36	36

Occupation

	EC/SE	Teacher	Speech Path.	Admin.	Other
Elko	6	9	1	0	6
Ely	2	7	0	4	4
Minden	7	2	4	2	4
Reno	8	0	0	3	2
TOTAL:	23	18	5	9	16

Final Grade

	A	B	C	D
Elko	16	6	0	0
Ely	13	4	0	0
Minden	15	3	1	0
Reno	11	2	0	0
TOTAL:	55	15	1	0

STUDENT PROFILE
CYCLE 1, CLASS 2

Number of Students

Elko	19	
Ely	11	
Minden	9	
Reno	19	
TOTAL:	58	(1 Male; 57 Females)

	Graduate	Undergraduate
Elko	14	5
Ely	0	11
Minden	3	6
Reno	14	5
TOTAL:	31	27

Occupation

	EC/SE	Teacher	Speech Path.	Admin.	Other
Elko	2	13	1	1	2
Ely	1	7	0	1	2
Minden	3	2	1	0	3
Reno	10	2	1	4	2
TOTAL:	16	24	3	6	9

Final Grade

	A	B	C	D
Elko	19	0	0	0
Ely	10	1	0	0
Minden	9	0	0	0
Reno	19	0	0	0
TOTAL:	57	1	0	0

STUDENT PROFILE
CYCLE 1, CLASS 3

Number of Students

Elko	22	
Ely	15	
Minden	7	
Reno	25	
TOTAL:	69	(4 Males; 65 Females)

	Graduate	Undergraduate
Elko	14	8
Ely	1	14
Minden	2	6
Reno	20	5
TOTAL:	37	32

Occupation

	EC/SE	Teacher	Speech Path.	Admin.	Other
Elko	4	10	2	3	3
Ely	1	11	0	2	1
Minden	4	1	0	0	2
Reno	8	3	4	8	2
TOTAL:	17	25	6	13	8

Final Grade

	A	B	C	D
Elko	15	7	0	0
Ely	9	6	0	0
Minden	6	1	0	0
Reno	25	0	0	0
TOTAL:	55	14	0	0

STUDENT PROFILE
CYCLE 1, CLASS 4

Number of Students

Elko	22	(1 male)
Ely	12	
Minden	12	(1 male)
Reno	27	(1 male)
TOTAL:	73	(3 Males; 70 Females)

	Graduate	Undergraduate
Elko	16	6
Ely	6	6
Minden	7	5
Reno	21	6
TOTAL:	50	23

Occupation

	EC/SE	Teacher	Speech Path.	Admin.	Other
Elko	8	6	3	1	4
Ely	4	5	0	1	2
Minden	5	5	0	2	0
Reno	5	6	5	7	4
TOTAL:	22	22	8	11	10

Final Grade

	A	B	C	D	F
Elko	16	5	1	0	0
Ely	6	3	1	2	0
Minden	6	1	1	2	2
Reno	27	0	0	0	0
TOTAL:	55	9	3	4	2

STUDENT PROFILE
CYCLE II, CLASS 1

Number of Students

Carson City	2	
Fallon	11	
Reno	12	
Tonopah	8	
TOTAL:	33	(1 Males; 32 Females)

	Graduate	Undergraduate
Carson City	16	6
Fallon	4	7
Reno	9	3
Tonopah	5	4
TOTAL:	19	14

Occupation

	EC/SE	Teacher	Speech Path.	Admin.	Other
Carson City	0	1	0	0	1
Fallon	6	0	3	0	3
Reno	3	2	3	2	2
Tonopah	1	1	0	3	3
TOTAL:	10	4	6	5	9

Final Grade

	A	B	C	D	F
Carson City	0	2	0	0	0
Fallon	10	1	0	0	0
Reno	10	2	0	0	0
Tonopah	5	2	1	0	0
TOTAL:	25	7	1	0	0

STUDENT PROFILE
CYCLE II, CLASS 2

Number of Students

Carson City	5	
Fallon	12	
Reno	21	
Tonopah	14	
TOTAL:	52	(3 Males; 49 Females)

	Graduate	Undergraduate
Carson City	2	3
Fallon	4	8
Reno	19	2
Tonopah	7	7
TOTAL:	32	20

Occupation

	EC/SE	Teacher	Speech Path.	Admin.	Other
Carson City	1	0	1	0	3
Fallon	4	2	2	2	2
Reno	5	3	5	2	5
Tonopah	3	3	0	2	6
TOTAL:	13	8	8	6	16

Final Grade

	A	B	C	D	F
Carson City	5	0	0	0	0
Fallon	12	0	0	0	0
Reno	21	0	0	0	0
Tonopah	13	1	1	0	0
TOTAL:	51	1	1	0	0

STUDENT PROFILE
CYCLE II, CLASS 3

Number of Students

Fallon	12	
Reno	15	
Round Mountain	12	
Tonopah	9	
TOTAL:	48	(3 Males; 45 Females)

	Graduate	Undergraduate
Fallon	5	7
Reno	9	6
Round Mountain	2	10
Tonopah	6	3
TOTAL:	22	26

Occupation

	EC/SE	Teacher	Speech Path.	Admin.	Other
Fallon	6	2	2	1	1
Reno	5	1	3	0	6
Round Mountain	6	3	0	2	1
Tonopah	1	4	0	3	1
TOTAL:	18	10	5	6	9

Final Grade

	A	B	C	D	F
Fallon	9	2	0	0	0
Reno	14	0	1	0	0
Round Mountain	8	4	0	0	0
Tonopah	7	2	0	0	0
TOTAL:	38	8	1	0	0

(1 incomplete)

STUDENT PROFILE
CYCLE II, CLASS 4

Number of Students

Fallon	11	
Reno	17	
Round Mountain	12	
Tonopah	6	
TOTAL:	46	(1 Male; 45 Females)

	Graduate	Undergraduate
Fallon	5	6
Reno	14	3
Round Mountain	4	8
Tonopah	3	3
TOTAL:	26	20

Occupation

	EC/SE	Teacher	Speech Path.	Admin.	Other
Fallon	5	2	2	1	1
Reno	9	4	1	1	2
Round Mountain	4	4	0	2	2
Tonopah	2	1	0	1	2
TOTAL:	19	11	3	5	8

Final Grade

	A	B	C	D	F
Fallon	10	1	0	0	0
Reno	15	2	0	0	0
Round Mountain	7	5	0	0	0
Tonopah	5	1	0	0	0
TOTAL:	37	9	0	0	0

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APPENDIX I

COST COMPARISON CHARTS

PROJECT NETWORC/UNR C.E.

COMPARISON OF COURSE COSTS*

PROJECT NETWORC COURSE	$ 8,000.00
UNIVERSITY OF NEVADA, RENO CONTINUING EDUCATION COURSE	
Actual - 3 trips per site	$10,300.00
Projected equivalent to Project NETWORC - would require 14 trips per site.	$18,360.00

*All figures are based on classes being held on the Reno campus and at NETWORC's first three (3) rural sites (Elko, Ely, and Minden).

PROJECT NETWORC CLASS

AVERAGE COST PER COURSE

Technical Costs UNITE Bridge operator Long distancetelephone charges	$ 500
Professor's Fees	1,200
RTF Fees	3,360
Publicity Flyers Postage, Staff Time	250
RTF Hiring/Training/Travel Staff time & travel RTF time & travel	890
Course Coordination Staff time & travel Long distance telephone charges	1,800

Average Cost per Course = $8,000

CONTINUING EDUCATION CLASS
UNIVERSITY OF NEVADA - RENO

AVERAGE COST PER COURSE

Professor's Fees	$1,500
Community Coordinator	30
Publicity	250
Master Charge Fee	20
General Course Coordination	200
Subtotal	2,000

Actual Travel Costs (3 trips per site):

Elko	970	2,000	2,970
Ely	1,000	2,000	3,000
Minden	330	2,000	2,330
Reno	---	2,000	2,000
Total			10,300

Equivalent to NETWORC (14 trips per site):

Elko	4,520	2,000	6,520
Ely	4,660	2,000	6,660
Minden	1,540	2,000	3,540
Reno	---	2,000	2,000
Total			$18,360